DOCUMENT RESUME

ED 232 416 EC 160 021

AUTHOR	Price, Marianne; And Others
TITLE	Guide to Mainstreaming Planning Committees.
INSTITUTION	Montgomery County Intermediate Unit 23, Blue Bell, Pa.
SPONS AGENCY	Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning, Research, Evaluation and Dissemination.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.
PUB DATE	82
GRANT	79054S
NOTE	103p.; For related document, see EC 160 022.
PUB TYPE	Reports - Descriptive (141) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Committees; *Disabilities; Elementary Secondary Education; *Mainstreaming; *Needs Assessment; Program Costs; Program Evaluation; *Workshops
IDENTIFIERS	Mainstreaming Planning Committees; Pennsylvania (Montgomery County); Project IMPACT

ABSTRACT

The guide describes Project IMPACT (Implementing Mainstreaming Programs through Active Cooperative Training), an approach involving teachers, parents, and support personnel in Mainstreaming Planning Committees (MPCs) to consider general issues and procedures. Based on experiences over a 2-year period (September 1, 1979-February 28, 1982) of pilot MPCs in elementary and secondary schools, the guidebook addresses the following topics (sample subtopics in parentheses): the role of the building principal; the needs assessment (development and administration to determine operational, curricular, and inservice training needs); the role of the facilitator; structure of the MPC workshop; responsibilties of the MPC; costs (covering meeting room, refreshments, duplication, and personnel); and evaluation. Extensive appendixes include resource material for the facilitator on such topics as P.L. 94-142, the Education for All Handicapped Children Act, and curriculum modification. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED232416

Guide to:

MAINSTREAMING
M
PLANNING
A
COMMITTEES
T

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Barton L Rogers

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC 160021

GUIDE TO:

MAINSTREAMING

M

PLANNING

A

COMMITTEES

T

developed by:

Marianne Price
Janet Kane
Fran Bowman
Joyce Ness

edited by:
Rhoda Barrish Weiner

ACKNOWLEDGEMENTS

Marianne Price, Project Director
Joyce Ness, Assistant Project Director
Janet F. Kane, Project Associate
Fran Levin Bowman, Project Associate

Consultants

Barbara Merves
Virginia Bruninks
Phillip Juska
Barton Proger
Janet McBride

Facilitators

Marianne Price
Janet F. Kane
Fran Levin Bowman
Judith Busch
Joyce Ness
Mary D'Ippolito
Mollie Stitt
Susan Shenberger
John Eells

Presenters

Janet F. Kane
Donald Bersoff
Paul Daniels
Phillip Juska
Harold Zook
Virginia Craig
Michael Klein
Marilyn Fitzgerald
Tony Whaley
Susan Millaway
Robert Palladino
Timothy Ward
Susan Motylinsky

Participants

Bala Cynwyd Middle School

Judy Van Allen
Shirley Beatty
Rosalie Breslin
Betty Barrack
Sally Nelson
William Dolton
Pauline Foster
Jane Cubberley
Jane Muir
Kenneth Trotter
Scott Leggett
Dennis Dool
Amy Ervin
Harold Wingerd, Assistant Principal
Donald Eckert, Principal (1980-81)
Donald Cummings, Principal (1981-82)

Cedarbrook Middle School

Cecelia Robinson
Ella Benge
Maryjean Focht
Nancy Sabin
John T. Rogalski
Mitchell Levin
Tony Matula
Alberta Gladeck
Ron Dellecker
Anne Edelman
John Townsend, Principal

Candlebrook Elementary School

Rita Spina
Connie Peck
Patti Jackson
Rita Prouban
Nancy Craig
Marie DeHaven
Regina DePaolis
Janet Heckman
Jane Serfass
Dot Pantholt
Mrs. James Spencer
Lowell Peckham
Thelma Kemplin
Linda Rodebaugh
Gail Schmerling
Susan Cole
Dale Massimo
Mildred Morancik
Jacqueline Gittinger, Principal

Cold Spring Elementary School

Sandi Herbst
Ardis Brookshire
Maria Mallon
Dorathy Magaziner
Jane Tucker
Eileen Lipski
Edith Spitzer
Henrietta Dotterer
Sue Ritinski
Joseph Waters
Lois Hamilton
James Kilmer
Rosemarie Novack
James Stephenson, Principal

Collegeville-Trappe Elementary School

Alice Rodenberger
Susan Hess
Sandra Marchese
Janet Huskin
Kathy Hedrick
Peggy Pastva
Sue Drauschak
Mary Panetta
Dominick Manderachi
Lelia Hinckley
Kathy Shontz
Richard Devaney, Principal

Ridge Park Elementary School

Joseph Emsley
Maria Doran
Linda Hoffman
Joseph O'Malley
Robert Sullivan
Mary Vogelsang
Norman Dominick
Gladys Firing
Dolores Weiss
Marjorie Merwin
Ken Sheinen
Mary Beth Bouquard
Judith Steiker, Pupil Personnel
William H. Wilson, Principal

Woodland Elementary School

Roseanne Russo
Myra Weisseberger
Lorraine Berry
Mary Lou Mercer
John Rochowitz
Lynda Morley
Nancy Ritchey
Carol Goldberg
Joyce Bustard
Frances Giamo
Patricia Rittenhouse
Margaret Donmoyer
Selma Tolins
William Snyder, Principal

Whitemarsh Junior High School

Tamara Tschopp
Robin Heschl
Carol Getz
Esther Thomas
Alma Robinson
Edward Swetkowski
Harriet Poland
Linda Prim
Robert Brandt
Susan Duncan
Alfred Letrinko
James Catagnus
Kenneth McNelis
Rick DiSerafino, Principal

Montgomery County Intermediate Unit Personnel

Dennis Harken, Executive Director
J. Steven Banks, Director of Special Education
Barton B. Proger, Coordinator of Federal Projects

Additional Project Personnel

Dorothy Waltz, Project Secretary
Bernadette McMennamin, Typist

Additional Acknowledgements

John Creedon, Principal, Elkins Park Middle School
James Barbaretta, Principal, Plymouth Elementary School
Judith Steiker, Pupil Personnel, Colonial School District
Louis Prinzivalli, Principal, Bridgeport Elementary School
Francis M. Wright, Pupil Personnel, Upper Merion School District
J. Gordon Pfleiger, Principal, Kulp Elementary School
Thomas P. Henry, Jr., Pupil Personnel, Perkiomen Valley School District
James I. Graham, Principal, Plymouth Junior High School
William Brubaker, Principal, Welsh Valley Junior High
Alfred Stoudt, Principal, Eagleville Elementary School
Selma L. Tolins, Pupil Personnel, Methacton School District
Charles J. Ross, Principal, Round Meadow Elementary School
Phillip Butler, Assistant Superintendent, Cheltenham School District
Daniel Fitzgerald, Coordinator of Special Education, Cheltenham School District
Judy Vetri, Itinerant Master Teacher, Lower Merion School District
Marilyn Fitzgerald, Supervisor of Special Education, Upper Merion School District

* * * * * * * * * * * * *

The work presented herein was performed pursuant to a grant to the Montgomery County Intermediate Unit from the Pennsylvania Department of Education, acting as the State Education Agency for the United States Office of Education, Department of Health, Education, and Welfare. This grant was carried out under the supervision of the Title IV-C Office of the PDE, Bureau of Planning, Research, Evaluation, and Dissemination, as well as the PDE, Bureau of Special Education.

However, the opinions expressed herein do not necessarily reflect the position or policy of any of the above agencies, and no official endorsement should be inferred. (Title IV-C Grant #79054S for the period of September 1, 1979 - February 28, 1982.)

© Montgomery County Intermediate Unit, 1982, Norristown, PA 19403

TABLE OF CONTENTS

Introduction 1

Organization of the PROJECT IMPACT GUIDE 4

Objectives 5

IMPACT Summary 6

The Guide to Mainstreaming Planning Committees 7

The Role of the Principal 9

Selection of the Committee 10

The Needs Assessment 11

Form A 13

Form B 21

Form C 27

Tallied Needs Assessment 33

The Role of the Facilitator 39

Structure of the MPC Workshop 41

Workshop Outline for Facilitators 43

Responsibilities of the MPC 45

Conclusions and Follow-Up 46

Costs 47

Evaluation 47

Appendix A

Facilitator's Resource Material 51-79

Appendix B

Glossary 83

Appendix C

Examples 87-114

INTRODUCTION

BACKGROUND

Project IMPACT (Implementing Mainstreaming Programs through Active Cooperative Training) was designed to address the issues and concerns which arise when special education students are mainstreamed into the regular education classroom.

While most people agree that changes or modifications are necessary when handicapped children join regular classes, little effort was made in the past to involve *all* of those concerned with mainstreaming in formulating policy and developing educational plans. The IMPACT staff, in an effort to remedy this situation, developed a program based on the philosophy that the issues and concerns in mainstreaming are the issues and concerns of parents as well as educators, regular classroom teachers as well as special education teachers and principals as well as faculty.

In addition, the staff was guided in developing the project by the recognition that the most effective decision-making body is one in which all those affected by the decisions are represented, and the feelings and attitudes of participants are as important as the technical information being discussed.

Thus, the concept of Mainstreaming Planning Committees (MPC) evolved—committees composed of principals, regular education teachers, special education teachers, parents of handicapped children, parents of non-handicapped children and support personnel.

The goal of Mainstreaming Planning Committees is, through a structured and systematic process of needs assessment, open discussion and consensus, to develop mainstreaming plans and policies which will meet the needs of all of those involved in the mainstreaming efforts. While the focus of the committees is designed to be on general issues—Operational, Curricular, and In-service/Training—the major goal is to assist schools in addressing individual concerns and meeting specific needs.

ORGANIZATION OF THE PROJECT IMPACT GUIDE

The information in this book is intended to serve as a guide to school personnel faced with the responsibility of developing mainstreaming policies.

It is based on the activities and experiences, over a two-year period, of a pilot group of Mainstreaming Planning Committees in both elementary and secondary schools. While the results of each committee's efforts can, and in most cases should, be different from other committees', since needs, facilities and personnel do vary, the one given in every Mainstreaming Planning Committee must be the commitment on the part of the participants to listen, to evaluate and to act. Only with full participation and open communication can the committee successfully complete the process of mainstreaming planning.

With these ideas in mind, this guidebook discusses:

- the role of the building principal
- the selection of the committee
- the administration and evaluation of the needs assessment
- the structure for the formal MPC workshop activities
- the role of the facilitator
- the responsibilities of the MPC
- costs
- the process of evaluation.

In addition, we have included three appendixes. Appendix A contains Facilitator's Resource Materials. Appendix B is a Glossary of frequently used mainstreaming terms. Appendix C contains the results of several of the Mainstreaming Planning Committees involved in the pilot project. These results are included only as examples of strategies which can develop as the committee does its work. They are not intended to be copied or even adapted for other schools' needs, since the value of the Mainstreaming Planning Committee lies within the *process* of the committee, and not within the products of other groups.

OBJECTIVES

The objectives of the Project IMPACT Guide to Mainstreaming Planning Committees are:

- to assist principals and other school personnel to establish Mainstreaming Planning Committees (MPC).

- to assist educators involved in mainstreaming planning to identify: (1) school-wide needs related to mainstreaming; (2) local constraints within which mainstreaming practices must be implemented; and (3) local resources that can be used to facilitate the mainstreaming process.

- to assist the MPC in the design, coordination and implementation of a comprehensive development program that is customized to meet the identified mainstreaming needs of target groups within a particular school.

- to offer guidelines to the MPC facilitator for creating an environment which will foster open communication and the development of practical strategies.

IMPACT SUMMARY

Project IMPACT activities took place at eight schools over a two-year period of time, from 1979 through 1981.

The five elementary schools which participated included:

- Collegeville-Trappe Elementary School (Perkiomen Valley School District).
- Ridge Park Elementary School (Colonial School District).
- Candlebrook Elementary School (Upper Merion School District).
- Cold Spring Elementary School (Upper Moreland School District).
- Woodland Elementary School (Methacton School District).

The three secondary schools participating were:

- Cedarbrook Middle School (Cheltenham School District).
- Whitemarsh Junior High School (Colonial School District).
- Bala Cynwyd Junior High School (Lower Merion School District).

The average number of participants on each Mainstreaming Planning Committee was 12.

All committees developed unique mainstreaming procedures designed to meet the specific needs of individual schools. In all, 12 in-service programs were planned, four schools modified grading procedures and five schools developed curriculum adaptations to accommodate handicapped students.

THE GUIDE TO MAINSTREAMING PLANNING COMMITTEES

THE ROLE OF THE PRINCIPAL

I. The principal has two important functions in the MPC process.

A. Initially, the principal serves as the coordinator of committee development. He/she is responsible for:

1. selecting committee members
2. administering the needs assessment
3. preparing the needs assessment tally
4. engaging a facilitator
5. arranging for a facility to house the workshop
6. scheduling the initial 12 hours for the workshop
7. arranging for supplies, refreshments and the duplication of materials.

B. As a committee member, the active participation of the principal is crucial to the success of the MPC work. The principal provides a realistic framework in which the committee can function. It is through the principal that the committee understands existing administrative constraints—that members cannot, for example, pre-empt school district policies and guidelines.

II. The principal's attendance at the initial 12 hours of workshop activities is mandatory, since the committee must feel that the decisions they reach are shared and the support for their work will be reinforced by the head of the school. The most successful committees were those in which the principal clearly indicated that mainstreaming was an important personal commitment.

III. Ultimately, the responsibility for implementing the procedures decided upon by the MPC rests with the principal. Therefore, he/she should ensure that all final decisions are based on accurate background information and, as far as can be determined, are possible to implement within the school.

THE SELECTION OF THE COMMITTEE

The Mainstreaming Planning Committee should consist of:

- the principal of the school.
- 4 regular education teachers (may vary depending on size of staff).
- 2 special education teachers (may vary depending on size of staff).
- 1 support person, such as a guidance counselor, librarian, or reading specialist.
- 2 parents of handicapped children.
- 2 parents of non-handicapped children.
- 1 facilitator (for the initial 12 hours of planning).

Participants can be nominated by the principal, voted in by the school community, or volunteer in response to a notice that the Committee is being formed.

Secondary school principals may wish to select teachers to represent specific subject areas.

In elementary schools, the teachers may represent different grade levels.

It is the principal's responsibility to select a facilitator—someone from outside the school building who can maintain objectivity and encourage active and honest participation.

THE NEEDS ASSESSMENT

Development:

The needs assessment was designed by the Project IMPACT staff to reflect the Operational, Curricular, and In-service/Training needs of specific schools and faculties.

Three forms of the needs assessment were developed. Form A was designed for elementary school teachers in regular classrooms. Form B was designed for secondary teachers in regular classrooms. Form C was developed for both elementary and secondary special education teachers and for counselors, librarians, administrators, and support personnel. (See pp. 13 to 31 for sample forms.)

While the wording on each form differs slightly, the breakdown of areas of need and the concepts behind those needs are identical on each form.

Statistical analysis indicated that the reliability of the instrument was .90.

Administration:

Three weeks prior to the MPC workshop, every faculty member in a school should fill out the appropriate needs assessment form. A faculty meeting should be scheduled for this purpose and the principal should be available to explain the design and answer questions. The principal should point out that the needs assessment addresses Operational, Curricular and In-service/Training needs. The principal should also inform the faculty that there are different forms for different role positions in the school–Form A for regular elementary education teachers, Form B for regular secondary education teachers, and Form C for special education teachers and support personnel.

The principal should read the directions aloud, and particularly emphasize that faculty members, in filling out the needs assessment, are rating their schools, not specific teachers or programs.

Scoring:

To score the needs assessment so that the data are meaningful, the following steps should be completed:

1. For an elementary school, combine the results of Form A and Form C to give the total response of your school community.

2. For a secondary school, combine the results of Form B and Form C to give the total response of your school community.

3. Tally and record the total number of responses within each response category, e.g., strongly agree, agree, etc.

4. Convert total within each response category to percentages of the total number of respondents.

5. Combine percentage figures for strongly agree and agree.

6. Combine percentage figures for strongly disagree and disagree.

7. Statements with which 50% of the survey disagree, (total of strongly disagree and disagree) should be marked as high priority needs. However, the committee should keep in mind that while the 50% disagreement factor clearly indicates need, areas which receive a lower rating can and should be discussion items if committee members feel the rating does not reflect the area's importance..

Copies of Forms A, B, and C of the Needs Assessment and an example of a tallied Needs Assessment are included on the following pages. (Pages 13 to 38.)

PROJECT IMPACT

Needs Assessment

Form A

The purpose of this questionnaire is to identify specific mainstreaming needs in your building. Part I provides background information; Part II focuses on operational needs; Part III examines curricular needs; Part IV addresses teacher training needs.

I. BACKGROUND INFORMATION

PLEASE FILL IN THE BLANKS:

1. Grade level(s) presently teaching: _____
2. Subject area(s) presently teaching: _____
3. Subject area(s) in which you have mainstreamed students: _____

   _____
4. Number of regular education students in your classroom: _____
5. Number of mainstreamed students in your classroom: _____
6. Total number of years teaching experience: _____
7. Total number of years you have had experience with mainstreamed students: _____
8. Number of in-service programs you have attended related to mainstreaming: _____

© Project IMPACT, 1980, Norristown, PA 19403

II. OPERATIONAL NEEDS

Directions: Consider each of the following statements in relation to *your school's* mainstreaming practices. Circle the number which best describes your opinion.

In my school:	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
1. Procedures for *placing a special education student into a regular classroom* for mainstreaming are clearly defined.	1	2	3	4
2. Procedures for *grading a special education student's performance in the mainstream* are clearly defined.	1	2	3	4
3. Procedures for *changing a mainstreamed student's program, if difficulties arise,* are clearly defined.	1	2	3	4
4. It is *easy to obtain records* of a special education student's *past and present* mainstreaming program.	1	2	3	4
5. *Regular and special education teachers' responsibilities* are clearly defined in regard to *communicating with the parents* of a mainstreamed student.	1	2	3	4
6. There are *ample opportunities for the special education teacher and the regular education teacher to communicate* about mainstreamed students.	1	2	3	4

7. Please describe any other operational needs related to mainstreaming that you would like your school to address.

_____

_____

_____

_____

_____

III. CURRICULAR NEEDS (Form A)

Directions: It may be necessary to make curricular modifications for mainstreamed students with special needs. The items below specify some of the issues related to curricular modification. Consider *your school's* regular education curriculum, and circle the number that best describes your opinion.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The READING/LANGUAGE ARTS program:				
a. provides *alternative assignments* for mainstreamed students with special needs.	1	2	3	4
b. provides *alternative methods for measuring progress* of mainstreamed students with special needs.	1	2	3	4
c. provides *alternative methods for presenting information* to mainstreamed students with special needs.	1	2	3	4
d. provides *structure* for mainstreamed students with *organizational difficulties.*	1	2	3	4
e. provides for meeting the needs of students who are achieving *at grade level, below grade level, and above grade level.*	1	2	3	4
f. provides *suggestions* for *supplemental materials* to be used with mainstreamed students with special needs.	1	2	3	4

III. CURRICULAR NEEDS (continued)

	Strongly Agree	Agree	Disagree	Strongly Disagree
2. The MATHEMATICS program:				
a. provides *alternative assignments* for mainstreamed students with special needs.	1	2	3	4
b. provides *alternative methods for measuring progress* of mainstreamed students with special needs.	1	2	3	4
c. provides *alternative methods for presenting information* to mainstreamed students with special needs.	1	2	3	4
d. provides *structure* for mainstreamed students with *organizational difficulties.*	1	2	3	4
e. provides for meeting the needs of students who are achieving *at grade level, below grade level, and above grade level.*	1	2	3	4
f. provides *suggestions* for *supplemental materials* to be used with mainstreamed students with special needs.	1	2	3	4

III. CURRICULAR NEEDS (continued)

	Strongly Agree	Agree	Disagree	Strongly Disagree
3. The SCIENCE program:				
a. provides *alternative assignments* for mainstreamed students with special needs.	1	2	3	4
b. provides *alternative methods for measuring progress* of mainstreamed students with special needs.	1	2	3	4
c. provides *alternative methods for presenting information* to mainstreamed students with special needs.	1	2	3	4
d. provides *structure* for mainstreamed students with *organizational difficulties.*	1	2	3	4
e. provides for meeting the needs of students who are achieving *at grade level, below grade level, and above grade level.*	1	2	3	4
f. provides *suggestions* for *supplemental materials* to be used with mainstreamed students with special needs.	1	2	3	4

III. CURRICULAR NEEDS (continued)

	Strongly Agree	Agree	Disagree	Strongly Disagree
4. The SOCIAL STUDIES program:				
a. provides *alternative assignments* for mainstreamed students with special needs.	1	2	3	4
b. provides *alternative methods for measuring progress* of mainstreamed students with special needs.	1	2	3	4
c. provides *alternative methods for presenting information* to mainstreamed students with special needs.	1	2	3	4
d. provides *structure* for mainstreamed students with *organizational difficulties.*	1	2	3	4
e. provides for meeting the needs of students who are achieving *at grade level, below grade level, and above grade level.*	1	2	3	4
f. provides *suggestions* for *supplemental materials* to be used with mainstreamed students with special needs.	1	2	3	4

5. Please describe any other curricular needs related to mainstreaming that you would like your school to address.

_____

_____

_____

_____

_____

IV. INSERVICE/TRAINING NEEDS

Directions: Circle the number which best describes your opinion.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Teachers in this building have had *formal opportunities* to discuss their mainstreaming needs.	1	2	3	4
2. Teachers in this building have *actively shared* their ideas about effective techniques for working with mainstreamed students.	1	2	3	4
3. This school has offered programs to increase parents' awareness and knowledge about the needs of special education students.	1	2	3	4

IV. INSERVICE/TRAINING NEEDS (continued)

Directions: If your school *HAS* provided inservice training on topics related to mainstreaming, please complete *items 4 and 5.* If your school has *NOT* been able to provide inservice training on topics related to mainstreaming, please skip to *item 6.*

	Strongly Agree	Agree	Disagree	Strongly Disagree
4. Teachers in this building have had the opportunity to offer *direct input* in planning work shop(s) on topic(s) related to mainstreaming.	1	2	3	4
5. This school's inservice training on topics related to mainstreaming:				
a. has helped staff members to *gain a better understanding of the needs of handicapped students.*	1	2	3	4
b. has helped teachers to more *effectively manage the behavior* of students with special needs.	1	2	3	4
c. has provided *useful suggestions for adapting the regular education curriculum* for mainstreamed students.	1	2	3	4
d. has provided *useful suggestions for improving channels of communication* between special education teachers and regular education teachers in this building.	1	2	3	4
e. has helped staff members to *better understand this school's mainstreaming policies.*	1	2	3	4
f. has provided *information about local resource services,* which can assist teachers in working with mainstreamed students.	1	2	3	4
g. has provided *information about local educators,* who can offer suggestions for working with mainstreamed students.	1	2	3	4

6. Please describe any other inservice/training needs related to mainstreaming that you would like your school to address.

_____

_____

_____

PROJECT IMPACT

Needs Assessment

Form B

The purpose of this questionnaire is to identify specific mainstreaming needs in your building. Part I provides background information; Part II focuses on operational needs; Part III examines curricular needs; Part IV addresses teacher training needs.

I. BACKGROUND INFORMATION

PLEASE FILL IN THE BLANKS:

1. Grade level(s) presently teaching: _____
2. Subject area(s) presently teaching: _____
3. Subject area(s) in which you have mainstreamed students: _____

   _____
4. Number of regular education students in your classroom: _____
5. Number of mainstreamed students in your classroom: _____
6. Total number of years teaching experience: _____
7. Total number of years you have had experience with mainstreamed students: _____
8. Number of inservice programs you have attended related to mainstreaming: _____

Project IMPACT, 1980, Norristown, PA 19403

II. OPERATIONAL NEEDS

Directions: Consider each of the following statements in relation to *your school's* mainstreaming practices. Circle the number which best describes your opinion.

In my school:	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Procedures for *placing a special education student into a regular classroom* for mainstreaming are clearly defined.	1	2	3	4
2. Procedures for *grading a special education student's performance in the mainstream* are clearly defined.	1	2	3	4
3. Procedures for *changing a mainstreamed student's program, if difficulties arise,* are clearly defined.	1	2	3	4
4. It is *easy to obtain records* of a special education student's *past and present* mainstreaming program.	1	2	3	4
5. *Regular and special education teachers' responsibilities* are clearly defined in regard to *communicating with the parents* of a mainstreamed student.	1	2	3	4
6. There are *ample opportunities for the special education teacher and the regular education teacher to communicate* about mainstreamed students.	1	2	3	4

7. Please describe any other operational needs related to mainstreaming that you would like your school to address.

_____

_____

_____

_____

_____

_____

III. CURRICULAR NEEDS (Form B)

Directions: It may be necessary to make curricular modifications for mainstreamed students with special needs. The items below specify some of the issues related to curricular modification. Consider the curriculum *you teach*, and circle the number that best describes your opinion.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The curriculum I teach provides *alternative assignments* for mainstreamed students with special needs.	1	2	3	4
2. The curriculum I teach provides *alternative methods for measuring progress* of mainstreamed students with special needs.	1	2	3	4
3. The curriculum I teach provides *alternative methods for presenting information* to mainstreamed students with special needs.	1	2	3	4
4. The curriculum I teach provides *structure* for mainstreamed students with *organizational difficulties.*	1	2	3	4
5. The curriculum I teach provides for meeting the needs of students who are achieving *at grade level, below grade level, and above grade level.*	1	2	3	4
6. The curriculum I teach provides *suggestions* for *supplemental materials* to be used with mainstreamed students with special needs.	1	2	3	4

7. Please describe any other curricular needs related to mainstreaming that you would like your school to address.

IV. INSERVICE/TRAINING NEEDS

Directions: Circle the number which best describes your opinion.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Teachers in this building have had *formal opportunities* to discuss their mainstreaming needs.	1	2	3	4
2. Teachers in this building have *actively shared* their ideas about effective techniques for working with mainstreamed students.	1	2	3	4
3. This school has offered programs to increase parents' awareness and knowledge about the needs of special education students.	1	2	3	4

IV. INSERVICE/TRAINING NEEDS (continued)

Directions: If your school *HAS* provided inservice training on topics related to mainstreaming, please complete *items 4 and 5.* If your school has *NOT* been able to provide inservice training on topics related to mainstreaming, please skip to *item 6.*

	Strongly Agree	Agree	Disagree	Strongly Disagree
4. Teachers in this building have had the opportunity to offer *direct input* in planning workshop(s) on topic(s) related to mainstreaming.	1	2	3	4
5. This school's inservice training on topics related to mainstreaming:				
a. has helped staff members to *gain a better understanding of the needs of handicapped students.*	1	2	3	4
b. has helped teachers to more *effectively manage the behavior* of students with special needs.	1	2	3	4
c. has provided *useful suggestions for adapting the regular education curriculum* for mainstreamed students.	1	2	3	4
d. has provided *useful suggestions for improving channels of communication* between special education teachers and regular education teachers in this building.	1	2	3	4
e. has helped staff members to *better understand this school's mainstreaming policies.*	1	2	3	4
f. has provided *information about local resource services,* which can assist teachers in working with mainstreamed students.	1	2	3	4
g. has provided *information about local educators,* who can offer suggestions for working with mainstreamed students.	1	2	3	4

6. Please describe any other inservice/training needs related to mainstreaming that you would like your school to address.

PROJECT IMPACT

Needs Assessment

Form C

The purpose of this questionnaire is to identify specific mainstreaming needs in your building. Part I provides background information; Part II focuses on operational needs; Part III examines curricular needs; Part IV addresses teacher training needs.

I. BACKGROUND INFORMATION

PLEASE FILL IN THE BLANKS:

1. Grade level(s) presently teaching: _____
2. Subject area(s) presently teaching: _____

   _____
3. Subject area(s) in which you have mainstreamed students: _____

   _____
4. Number of regular education students in your classroom: _____
5. Number of mainstreamed students in your classroom: _____
6. Total number of years teaching experience: _____
7. Total number of years you have had experience with mainstreamed students: _____
8. Number of inservice programs you have attended related to mainstreaming: _____

© Project IMPACT, 1981, Norristown, PA 19403

II. OPERATIONAL NEEDS

Directions: Consider each of the following statements in relation to *your school's* mainstreaming practices. Circle the number which best describes your opinion.

In my school:	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Procedures for *placing a special education student into a regular classroom* for mainstreaming are clearly defined.	1	2	3	4
2. Procedures for *grading a special education student's performance in the mainstream* are clearly defined.	1	2	3	4
3. Procedures for *changing a mainstreamed student's program, if difficulties arise,* are clearly defined.	1	2	3	4
4. It is *easy to obtain records* of a special education student's *past and present* mainstreaming program.	1	2	3	4
5. *Regular and special education teachers' responsibilities* are clearly defined in regard to *communicating with the parents* of a mainstreamed student.	1	2	3	4
6. There are *ample opportunities for the special education teacher and the regular education teacher to communicate* about mainstreamed students.	1	2	3	4

7. Please describe any other operational needs related to mainstreaming that you would like your school to address.

III. CURRICULAR NEEDS (Form C)

Directions: It may be necessary to make curricular modifications for mainstreamed students with special needs. The items below specify some of the issues related to curricular modification. Consider *your school's* regular education curriculum, and circle the number that best describes your opinion.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The regular education curriculum used in this school provides *alternative assignments* for mainstreamed students with special needs.	1	2	3	4
2. The regular education curriculum used in this school provides *alternative methods for measuring progress* of mainstreamed students with special needs.	1	2	3	4
3. The regular education curriculum used in this school provides *alternative methods for presenting information* to mainstreamed students with special needs.	1	2	3	4
4. The regular education curriculum used in this school provides *structure* for mainstreamed students with *organizational difficulties.*	1	2	3	4
5. The regular education curriculum used in this school provides for meeting the needs of students who are achieving *at grade level, below grade level, and above grade level.*	1	2	3	4
6. The regular education curriculum used in this school provides *suggestions* for *supplemental materials* to be used with mainstreamed students with special needs.	1	2	3	4

7. Please describe any other curricular needs related to mainstreaming that you would like your school to address.

IV. INSERVICE/TRAINING NEEDS

Directions: Circle the number which best describes your opinion.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Teachers in this building have had *formal opportunities* to discuss their mainstreaming needs.	1	2	3	4
2. Teachers in this building have *actively shared* their ideas about effective techniques for working with mainstreamed students.	1	2	3	4
3. This school has offered programs to increase parents' awareness and knowledge about the needs of special education students.	1	2	3	4

IV. INSERVICE/TRAINING NEEDS (continued)

Directions: If your school *HAS* provided inservice training on topics related to mainstreaming, please complete *items 4 and 5.* If your school has *NOT* been able to provide inservice training on topics related to mainstreaming, please skip to *item 6.*

	Strongly Agree	Agree	Disagree	Strongly Disagree
4. Teachers in this building have had the opportunity to offer *direct input* in planning workshop(s) on topic(s) related to mainstreaming.	1	2	3	4
5. This school's inservice training on topics related to mainstreaming:				
a. has helped staff members to *gain a better understanding of the needs of handicapped students.*	1	2	3	4
b. has helped teachers to more *effectively manage the behavior* of students with special needs.	1	2	3	4
c. has provided *useful suggestions for adapting the regular education curriculum* for mainstreamed students.	1	2	3	4
d. has provided *useful suggestions for improving channels of communication* between special education teachers and regular education teachers in this building.	1	2	3	4
e. has helped staff members to *better understand this school's mainstreaming policies.*	1	2	3	4
f. has provided *information about local resource services,* which can assist teachers in working with mainstreamed students.	1	2	3	4
g. has provided *information about local educators,* who can offer suggestions for working with mainstreamed students.	1	2	3	4

6. Please describe any other inservice/training needs related to mainstreaming that you would like your school to address.

_____

_____

_____

MONTGOMERY COUNTY INTERMEDIATE UNIT
SPECIAL EDUCATION CENTER • 1605-B WEST MAIN ST. • NORRISTOWN, PA. 19403 • 215-539-8550

Dear Project IMPACT Committee Member:

Attached please find tallied data for the Needs Assessment completed by your faculty. Form B was completed by all regular education teachers, Form C was completed by special education teachers, counselors, librarians, administrators and other support personnel. The total numbers of people responding to the Needs Assessment are as follows:

Sample School		
Form B	–	24
Form C	–	9
Total	–	33

In order to facilitate your interpretation of the Needs Assessment results, data have been tallied and recorded as percentages of the total number of respondents. Percentage figures for "Strongly Agree" and "Agree" have been combined and boxed □ to represent the total numbers of people agreeing. Percentage figures for "Strongly Disagree" and "Disagree" have also been combined.

Asterisks (*) identify statements with which 50% or more of those surveyed disagreed. These items should be viewed by the committee as high priority needs.

We hope that the results of this Needs Assessment will be meaningful to you as a committee in planning mainstreaming activities.

TALLIED NEEDS ASSESSMENT

Total Number of Respondents: 33

OPERATIONAL NEEDS

Directions: Consider each of the following statements in relation to *your school's* mainstreaming practices. Circle the number which best describes your opinion.

In my school:	Strongly Agree		Agree	Disagree		Strongly Disagree	NR
1. Procedures for *placing a special education student into a regular classroom* for mainstreaming are clearly defined.	6%	64%	58%	24%	36%	12%	0%
*2. Procedures for *grading a special education student's performance in the mainstream* are clearly defined.	3%	18%	15%	39%	78%	39%	3%
3. Procedures for *changing a mainstreamed student's program, if difficulties arise,* are clearly defined.	6%	42%	36%	27%	48%	21%	9%
4. It is *easy to obtain records* of a special education student's *past and present* mainstreaming program.	6%	58%	52%	18%	27%	9%	15%
*5. *Regular and special education teachers' responsibilities* are clearly defined in regard to *communicating with the parents* of a mainstreamed student.	6%	58%	27%	48%	60%	12%	6%
*6. There are *ample opportunities for the special education teacher and the regular education teacher to communicate* about mainstreamed students.	9%	39%	30%	33%	51%	18%	9%

7. Please describe any other operational needs related to mainstreaming that you would like your school to address.

_____

_____

_____

_____

_____

*50% or more of those surveyed disagreed with this statement. It should, therefore, be considered a high priority need.

TALLIED NEEDS ASSESSMENT

Total Number of Respondents: 33

CURRICULAR NEEDS

Directions: It may be necessary to make curricular modifications for mainstreamed students with special needs. The items below specify some of the issues related to curricular modifications Consider *your school's* regular education curriculum, and circle the number that best describes your opinion.

		Strongly Agree	Agree	Disagree	Strongly Disagree	NR
1.	The regular education curriculum used in this school provides *alternative assignments* for mainstreamed students with special needs.	6%	36%	27%	21%	9%
		42%		48%		
*2.	The regular education curriculum used in this school provides *alternative methods for measuring progress* of mainstreamed students with special needs.	0%	18%	45%	24%	12%
		18%		69%		
*3.	The regular education curriculum used in this school provides *alternative methods for presenting information* to mainstreamed students with special needs.	3%	33%	33%	21%	9%
		36%		54%		
*4.	The regular education curriculum used in this school provides *structure* for mainstreamed students with *organizational difficulties.*	0%	24%	45%	21%	9%
		24%		66%		
5.	The regular education curriculum used in this school provides for meeting the needs of students who are achieving *at grade level, below grade level, and above grade level.*	9%	48%	24%	12%	6%
		57%		36%		
*6.	The regular education curriculum used in this school provides *suggestions* for *supplemental materials* to be used with mainstreamed students with special needs.	9%	18%	39%	18%	15%
		27%		57%		

7. Please describe any other curricular needs related to mainstreaming that you would like your school to address.

*50% or more of those surveyed disagreed with this statement. It should, therefore, be considered a high priority need.

TALLIED NEEDS ASSESSMENT

Total Number of Respondents: 33

INSERVICE/TRAINING NEEDS

Directions: Circle the number which best describes your opinion.

	Strongly Agree	Agree	Disagree	Strongly Disagree	NR
1. Teachers in this building have had *formal opportunities* to discuss their mainstreaming needs.	15%	48%	21%	6%	9%
	[63%]		[27%]		
2. Teachers in this building have *actively shared* their ideas about effective techniques for working with mainstreamed students.	6%	48%	27%	21%	9%
	[54%]		[48%]		
3. This school has offered programs to increase parents' awareness and knowledge about the needs of special education students.	0%	24%	33%	3%	39%
	[24%]		[36%]		

TALLIED NEEDS ASSESSMENT

INSERVICE/TRAINING NEEDS (continued)

Directions: If your school *HAS* provided inservice training on topics related to mainstreaming, please complete *items 4 and 5.* If your school has *NOT* been able to provide inservice training on topics related to mainstreaming, please skip to *item 6.*

	Strongly Agree	Agree	Disagree	Strongly Disagree

4. Teachers in this building have had the opportunity to offer *direct input* in planning workshop(s) on topics(s) related to mainstreaming.

5. This school's inservice training on topics related to mainstreaming:

   a. has helped staff members to *gain a better understanding of the needs of handicapped students.*

   b. has helped teachers to more *effectively manage the behavior* of students with special needs.

   c. has provided *useful suggestions for adapting the regular education curriculum* for mainstreamed students.

   d. has provided *useful suggestions for improving channels of communication* between special education teachers and regular education teachers in this building.

   e. has helped staff members to *better understand this school's mainstreaming policies.*

   f. has provided *information about local resource services,* which can assist teachers in working with mainstreamed students.

   g. has provided *information about local educators,* who can offer suggestions for working with mainstreamed students.

Fourteen out of thirty-three (42%) people did not respond to items 4 and 5. This should be considered as indicative of need for in-service training. Items 5 a-g should be discussed as possible topics for training.

6. Please describe any other inservice/training needs related to mainstreaming that you would like your school to address.

THE ROLE OF THE FACILITATOR

I. Qualifications

The MPC facilitator should be an impartial educator with experience in the mainstreaming process. A person who has a special education background is preferred. The facilitator should not be directly associated with the MPC's school. In the IMPACT workshops, District and Intermediate Unit supervisors and special education coordinators fulfilled the facilitator's job very well. Program Support Specialists are other possible resource persons.

II. Time Commitment

The facilitator must participate in the initial 12 hours of workshop activities; attendance at follow-up meetings is optional.

III. Responsibilities

During the formal 12-hour workshop, the facilitator is responsible for:

A. introductions and warm-up activities
B. helping the MPC to establish ground rules
C. presentation of P.L. 94-142 summary (See Appendix A, page 53).
D. presentation of the tallied needs assessment (See pp. 33-38).
E. group leadership of all discussion
F. structuring and adhering to a planned agenda
G. maintaining an atmosphere of open communication and acceptance.

IV. Parent Communication

In addition, prior to the workshop, the facilitator should communicate separately with parent participants in order to:

A. discuss the needs assessment and point out the following:

1. the needs assessment is the major document on which discussion and decisions will be made
2. teachers were asked to rate the *school*, not individual teachers or programs
3. three forms, A, B and C were distributed
4. areas of need were categorized as Operational, Curricular and In-service/Training.

B. discuss terminology and distribute a glossary (see Appendix B, page 83).

C. elicit parents' concerns and past experiences related to mainstreaming (Questionnaire for Parents, see Appendix A, page 57).

D. encourage parents to actively participate in the workshop.

Because of the complexity of the materials, every effort should be made to arrange for an in-person meeting between the facilitator and the parents. If, however, timing or scheduling does not allow for a meeting, most of the information can be sent by mail to parent participants. If the facilitator sends information by mail, a cover letter informing parents when and where the facilitator can be contacted should be included.

STRUCTURE OF THE MPC WORKSHOP

I. Details

A. A workshop format was selected for the MPC activities, since the IMPACT staff felt that listening, discussing, planning and agreeing upon implementation strategies could best be achieved in a workshop setting.

B. Twelve hours of workshop time is needed to build group cohesiveness, maintain continuity and accomplish the tasks of the committee. Two six-hour sessions or three four-hour sessions are preferable, since one 12-hour session is too draining, and four or five short sessions do not allow enough concentrated time for effective planning.

C. The workshop should be arranged at a location other than the school building in order to ensure an uninterrupted atmosphere for all participants. Local community colleges, libraries, banks or other school buildings often have meeting rooms available at no charge. The IMPACT staff found the workshops to be most effective when both the setting and the activities were new and different from participants' everyday routine.

D. One optional, but pleasant and productive addition to the workshop, is the provision of refreshments and a scheduled time to enjoy them. A period of informal discussion and interaction often provides an opportunity to gain knowledge and understanding that may not occur in a formal setting.

II. Activities

A. Overview of P.L. 94-142

The workshop should begin with a brief overview of P.L. 94-142, which outlines the relationship of mainstreaming to the law, and defines "least restrictive environment." (An overview of P.L. 94-142 is included in Appendix A, page 53.)

B. Venting

Following this presentation, participants should be given an adequate amount of time to voice their questions and concerns.

It is crucial to the success of the workshop that this period be allowed to take place. For many people, mainstreaming is an emotional issue, and before a group can develop a positive approach to the mainstreaming process, group members must be encouraged to verbalize their feelings. If this venting time is ignored, the unspoken questions will be present in all the workshop activities, and will surface negatively throughout the sessions as individuals attempt to share their frustrations on specific issues.

C. **Tallied Needs Assessment**

The next item on the agenda should be a discussion of the Tallied Needs Assessment. Participants should consider carefully the needs identified as being important and devote ample time to exploring the problems inherent in meeting those needs.

After the discussions, the group should determine which needs they, as a committee, will address, and the order in which they wish to address them. While specific needs and their order of importance will vary from school to school, each MPC should be sure to indicate at least one need from each area—Operational, Curricular and In-service/Training in their selection.

Note: There are some needs which, while not statistically significant according to the needs assessment (i.e., 50% disagreeing), are nevertheless important in a particular school. The reading teacher or the special education teacher may be aware of certain needs which are unknown to other faculty members. Committee members should be encouraged to discuss and even champion consideration of these needs which, in their opinion, have more significance than the needs assessment reflects.

D. **Writing Objectives**

Following the selection, grouping and ordering of needs, the MPC should formally write objectives for meeting each need.

E. **Problem-Solving**

The majority of remaining hours should be devoted to solving the problems presented by the selected needs.

F. **Follow-up Issues**

A block of time should be reserved for discussing:

1. lines of communication with faculty members and parent organizations
2. implementation strategies
3. follow-up meetings.

The number of hours needed will depend upon the number of concerns which the committee wishes to address and the complexity of the issues.

WORKSHOP OUTLINE FOR FACILITATOR

I. Facilitator leads Warm-up Activity/Introductions. (15 minutes)

Warm-up activities and introductions will vary depending on how well participants know one another. However, even if participants have worked together before, they should all, at the beginning of the workshop, identify themselves and share with the group their reasons for participating.

II. Facilitator helps committees to establish ground rules (15 minutes).

A. In order for a group to function effectively, group members must agree upon ground rules before they begin to work.

B. Ground rules do not have to be elaborate. In approximately 15 minutes, the group should consider and come to agreement on the following issues:

1. recognition to speak
2. making decisions
3. timing
4. note-taking
5. communication with other faculty members after the workshop.

C. One ground rule of the facilitator should be: case histories or problems of specific children should *not* be discussed.

III. Facilitator presents P.L. 94-142 Summary (page 53) (15 minutes).

IV. "Venting"–participants share feeling and concerns about mainstreaming (try to limit to one hour).

V. Facilitator distributes the Needs Assessment Tally prepared by the principal, and describes how to interpret it. Use cover letter on sample Needs Assessment Tally (page 33) as a guideline (10 minutes).

A. Explain use of percentages.
B. Explain asterisks and how they relate to percentages.
C. Explain that the combined "Disagree" and "Strongly Disagree" indicate a need is present if they total 50% or more.
D. In the section on In-service/Training, if item #5 has not been completed, then training is definitely an area of need.

VI. Facilitator guides committee in selecting the first major area of need for consideration (e.g., Operations).

VII. Facilitator leads discussion on specific problems within the first area of need, using identified items on the needs assessment to structure discussion.

VIII. Facilitator helps committee to set objectives and develop strategies for addressing the first area of needs. An example of an objective addressing an Operational Need would be: To develop grading guidelines for mainstreamed students.

IX. Facilitator helps committee to develop strategies for addressing the objective. An example would be: Surveying various schools to determine the current procedures in use.

X. Facilitator helps committee implement the strategies. An example would be: Facilitator helps committee develop survey form.

XI. Repeat process of setting objectives, developing strategies and implementing strategies for additional areas of need.

XII. Summarize accomplishments, set agenda for next meeting, and determine how committee's work will be communicated to other faculty members.

PLEASE NOTE: Additional materials to assist the facilitator are found in Appendix A of this manual, **Facilitator's Resource Materials**.

RESPONSIBILITIES OF THE MAINSTREAMING PLANNING COMMITTEE

I. The responsibilities of the committee include:

A. identifying mainstreaming needs within the school
B. establishing objectives for addressing mainstreaming needs
C. developing plans for addressing mainstreaming needs
D. developing an awareness of mainstreaming needs and concerns of persons with handicaps
E. establishing a system for communicating accomplishments to the school staff.

II. Mainstreaming areas of need are identified according to the needs assessment as Operational, Curricular and In-service/Training.

A. The committee may address Operational concerns such as:

1. clarifying procedures for placing a handicapped student in the mainstream
2. clarifying procedures for maintaining records of a special education student's mainstreaming program
3. clarifying guidelines for grading a handicapped student in the mainstream.

B. The committee may examine Curricular options such as:

1. providing opportunities for teachers to explore alternative approaches for modifying curriculum
2. providing alternatives for students who are achieving at grade level, below grade level, and above grade level
3. providing mainstreamed students with alternative assignments for completing expected curricular requirements.

C. The committee may choose to develop In-service/Training activities such as:

1. planning workshops tailored to meet teachers' specific needs
2. planning workshops to increase parents' awareness of the mainstreaming process
3. planning workshops to inform educators about local resource services.

CONCLUSIONS AND FOLLOW-UP

I. The facilitator should, near the conclusion of the initial 12 hours of workshop activities, check to be sure that the MPC has:

A. identified the mainstreaming needs of the school
B. developed a time line for addressing those needs
C. agreed upon implementation strategies
D. set plans for future workshops.

Example:

One school did the following:

A. identified Operational concerns as their school's major area of need
B. developed procedures for mainstreaming students
C. made recommendations to the administration regarding the transition of students from elementary to secondary school
D. developed a grading philosophy and a list of alternative suggestions for grading mainstreamed students
E. compiled lists of suggestions for:

1. evaluating the progress of mainstreamed students
2. providing alternative assignments for mainstreamed students

F. planned to present their accomplishments to the school staff at a faculty meeting.

II. Most committees were able to conduct follow-up meetings or workshops in brief one to two-hour sessions. The facilitator was not needed at these follow-up sessions since the structure and content had already been established by committee agreement at the initial workshop.

The facilitator should be sure, however, that the committee clearly determines *who* is to be responsible for *what* at future meetings.

COSTS

The estimated costs of one Mainstreaming Planning Committee workshop are as follows:

• meeting room	donated
• refreshments	$ 20.00
• duplication	$ 15.00
• substitute teachers ($35/day)	$420.00
• payments to parents ($35/day)	$280.00

EVALUATION

It is difficult to measure the results of the MPC. Charts and graphs do not lend themselves either to people's feelings or to students' and teachers' individual accomplishments.

One could, after a suitable period of time, re-administer the needs assessments to see if the needs initially expressed are being met.

In addition, after the procedures have been implemented, the committee could closely observe the school atmosphere. If the lines of communication among school personnel are better, if the regular education teachers are more comfortable with special education students, if the climate within the school is generally more accepting of persons with handicaps, then the committee members can conclude that they have successfully approached the mainstreaming issues in their school.

APPENDIX A

FACILITATOR'S RESOURCE MATERIAL

FACILITATOR'S RESOURCE MATERIAL

On the following pages you will find materials, suggestions and techniques which IMPACT facilitators used during the pilot workshops to help MPCs address the areas of need.

They are all optional and are included as resource materials for those facilitators who wish to use them.

These materials are designed to assist the facilitator in stimulating discussions.

The materials include:

- **Public Law 94-142,** "The Education for All Handicapped Act"–this is a convenient reference sheet to acquaint people with he basic tenents of the law. Page 53.

- **Questionnaire for Parents**–this can be used as a springboard for discussing feelings and attitudes towards mainstreaming with parents. Page 57.

- **Group Centered Leadership, Facilitating Behaviors, and Things People Like About Committees When They Function Well**–These materials address issues relating to group dynamics and may be distributed to the committee for reference purposes. Pages 59-61.

- **Project IMPACT Planning Guide**–this worksheet may be used to help the committee define their accomplishments and to plan for future efforts. Pages 63-67.

- **Questions to Stimulate Discussion When Developing Mainstreaming Procedures.** Page 69.

- **Ideas Which the Facilitator Can Suggest to the MPC Concerning Grading Systems for Mainstreamed Students.** Pages 71-72.

- **Ideas Which the Facilitator Can Suggest to the MPC Concerning Alternative Assignments.** Pages 73.

- **Ideas Which the Facilitator Can Suggest to the MPC for Providing Structure for Students With Organizational Difficulties.** Pages 74.

- **Ideas for the Facilitator to Suggest to the MPC for Creating Teaching Strategies for Exceptional Students.** Pages 75-77.

- **Ideas for the Facilitator to Suggest if the MPC Wants to Address Questions 1-4 Under Inservice of the Needs Assessment.** Page 78.

Ideas for the Facilitator to Suggest if the MPC Decides to Plan an Inservice. Page 79.

PUBLIC LAW 94-142:

"THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT"

This fact sheet highlights major requirements of the law. It also reflects changes in federal regulations that were made since this document was originally published.

QUESTION: WHAT IS THE PURPOSE OF THE ACT?

ANSWER: The act is designed to:

- guarantee all handicapped youngsters a free appropriate public education, geared to their own unique needs,
- protect the educational rights of these children and their parents or guardians,
- help local education agencies, such as school districts, to provide such an education, and
- provide continuous checks to assure that programs for handicapped children are effective in helping them realize their potential.

QUESTION: WHY WAS THIS LAW NEEDED?

ANSWER: Studies conducted before the law was passed showed that more than half the handicapped children in this country were not receiving an education appropriate to their special needs. Others reportedly were struggling in regular classrooms because their handicapping problems had gone undetected. In addition, one million had been excluded entirely from the public school system.

QUESTION: WHAT ARE THE MAJOR REQUIREMENTS OF THE ACT?

ANSWER: Each public school agency must:

- guarantee each handicapped child a public education designed just for him/her, at no cost to his/her parents or guardians,
- assure that all handicapped children who may require special education are located, identified, and evaluated so they may be taught according to their needs,
- guarantee an individualized education program (IEP), in writing, for each and every handicapped child, designed specifically for that child, and developed jointly with the parent or guardian, and, if possible, with the handicapped child himself/herself.

- guarantee parents who are not satisfied with their child's educational program the right to an impartial hearing to resolve any questions concerning the child's program,
- make certain that testing and evaluation materials are selected and used so they are fair to all children, regardless of race or culture. If English is not the language used at home, for example, the child has the right to be tested in the language he/she knows best,
- assure that handicapped children are educated in as normal a setting as possible. This means they should be placed with non-handicapped children whenever feasible, and moved to special classes only if the nature or severity of their handicap requires this attention,
- develop inservice training programs for general and special educators and support personnel who will be involved with handicapped learners.

QUESTION: WHAT MUST THE INDIVIDUALIZED EDUCATION PROGRAM PLAN INCLUDE?

ANSWER: The IEP must describe the educational program the child will receive. The plan, which is to be reviewed at least once a year for possible revision, must include:

- the child's present educational levels,
- annual goals set for him/her, including short-term objectives,
- specific special education and related services to be provided,
- extent to which the child will be able to participate in regular education programs,
- date when special services are to begin and expected duration of these services,
- tests and other information used to gauge the child's progress to determine, on at least an annual basis, if instructional objectives are being met.

QUESTION: WHAT IS MEANT BY "RELATED SERVICES"?

ANSWER: The term means transportation and such developmental, corrective and other supportive services as speech pathology and audiology, psychological services, physical and occupational therapy, and recreation, as well as medical and counseling services that are used for diagnostic and evaluative purposes. Also included are parent counseling and training.

QUESTION: WHAT SAFEGUARDS ARE PROVIDED FOR PLACEMENT?

ANSWER: Parents may request a hearing if they are not happy with decisions made for their handicapped child or if school officials refuse to provide needed programs. If dissatisfied with the hearing results, parents may appeal to the state education department and they may also carry their appeal to the state or federal courts. Additional safeguards are provided to protect the interests of the handicapped child and his/her parents. These include:

- the need for parental consent before a pre-placement evaluation is made or before a child is first placed in a special program,
- providing written notice (in the parents' native language) of identification, evaluation or placement of the child in an educational program,
- appointment of a parent surrogate to make educational decisions for a handicapped child who is a ward of the state or whose natural parents are unknown or unavailable,
- the right to examine all relevant records regarding identification, evaluation and educational placement of the child.

QUESTION: WHAT TIMELINES HAVE BEEN ESTABLISHED FOR IMPLEMENTATION?

ANSWER: The law began to be implemented with the September, 1977, school term. By September, 1978, a free appropriate public education is to be made available to all handicapped children aged 3 through 18 and to all handicapped children aged 3 through 21 by September, 1980. However, the law does not apply to the 3-to-5 and 18-to-21-year-old groups if the state does not provide regular education to these children.

QUESTION: WERE PRIORITIES ESTABLISHED?

ANSWER: Yes. Services are to be provided first to handicapped children who are not in school at all, and then to the most severely handicapped, within each disability, who are not receiving all the educational services they need.

QUESTION: ARE PRIVATE SCHOOLS BOUND BY THE REQUIREMENTS OF THE ACT?

ANSWER: Yes, if children are placed in or referred to these schools by the state education department or by a local school district. These schools, in conjunction with local school districts, must insure that individualized educational programs are maintained for each child and that special education services are provided at no cost to the child's parents.

QUESTION: HOW CAN I LEARN MORE ABOUT THIS LAW?

ANSWER: Information is available from your special education director or the IEP Project office in your intermediate unit. Additional resources for special education professionals include the Pennsylvania Resources and Information Center for Special Education (PRISE), 1013 W. Ninth Ave., King of Prussia, PA 19406, and the regional resource center in your area: the Central Pennsylvania Special Education Resource Center, 5601 N. Front Street, Harrisburg, PA 17110; the Eastern Pennsylvania Regional Resources Center for Special Education, 1013 W. Ninth Ave., King of Prussia, PA 19406, or the Western Pennsylvania Special Education Regional Resource Center, 5347 William Flynn Highway, Route 8, Gibsonia, PA 15044.

(Reproduced with permission from The National Learning Resource Center of Pennsylvania.)

56

QUESTIONNAIRE FOR PARENTS

1. What concerns do you have about the mainstreaming process?

2. What experiences with mainstreaming have you had in the past?

3. What does your child know about mainstreaming? How does your child feel about mainstreaming?

4. What information would you like to have about mainstreaming?

5. What role do you think the following persons should have in the mainstreaming process:

   regular education teachers _____

   _____

   principal _____

   _____

   special education teachers _____

   _____

   parents _____

   _____

   students _____

   _____

   support personnel _____

   _____

57

GROUP-CENTERED LEADERSHIP

Leadership is not something that just a designated leader does. Leadership happens when any intervention by a leader or a group member moves the group forward toward three goals: the accomplishment of the task, the resolution of internal group problems, and the ability of the members to work together effectively as a group. The designated leader shares the leadership role with all the members.

Leadership involves active listening; it involves building and maintenance. Leadership is service; it requires attention to covert events. Leadership involves a group—not a collection of individuals.

Any member of the group may assume a leadership role by exhibiting facilitative behavior which moves the group toward its goal.

FACILITATING BEHAVIORS

Initiating – Someone should review the agenda for the team meeting and begin discussion.

Information Seeking – Each group member has the responsibility of assuring that there is sufficient information for decision-making.

"Does anyone have further information?"

"Let's not close this discussion until everyone is satisfied that we have all the facts we need."

Information Giving – Each group member has the responsibility of succinctly reviewing what they see as relevant considerations in planning for a student.

Opinion Giving – Opinions may be expressed; however, it is the group's responsibility to sort out opinion from facts.

Elaborating – Eliciting additional information is a way of adding information or reinforcing an idea.

"Can you tell me more about this?"

Energizing – Energy can be imparted by introduction of a new idea, a statement of feeling, humor, or a short break.

"We've been concentrating really hard; let's take a 10-minute break and get some coffee."

Keeping Team On Task – It is appropriate for any member to redirect the group if the tasks at hand are not being attended to.

"We know what happened with Jim last year, but what's most important is for us to plan for him now."

Summarizing – In order for the group to come to consensus, it is helpful for someone to review the main points of the discussion.

THINGS PEOPLE LIKE ABOUT COMMITTEES WHEN THEY FUNCTION WELL

1. Clear role definition of the committee–what the committee and its members are supposed to do, what their goals are.

2. Careful time control. Starting on time and ending on time. Enough time allowed to get the work done and no more.

3. Committee members are sensitive to each other's needs and expressions. People listen and respect others' opinions.

4. An informal relaxed atmosphere, rather than a formal exchange.

5. Good preparation on the part of the chairman and committee members. Materials prepared and available.

6. Members are qualified and interested. They want to be a part of the committee. A definite commitment exists.

7. Interruptions are avoided or held to a minimum.

8. Good minutes or records are kept, so that decisions are not lost. There is no need to search out what decisions were made.

9. Periodically, the committee stops and assesses its own performance. Needed improvements are worked out.

10. Committee members feel they are given some kind of reward for their committee efforts. Recognition and appreciation are given, so that they feel they are really making a contribution.

11. The work of the committee is accepted and used, and seems to make a contribution to the organization.

The above list was compiled by William Dyer,and published in **Team Building: Issues and Alternatives.**

Project IMPACT Planning Guide

I. What are your goals in each of the following areas?

Operational Needs

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

Curricular Needs

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

In-Service/Training Needs

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

II. What decisions have you made in each of the following areas?

Operational Needs

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

Curricular Needs

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

In-Service/Training Needs

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

III. What issues will you address at your next meeting?

Operational Needs

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

IV. Are there any tasks you need to complete to prepare for your next workshop?

Operational Needs

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

Curricular Needs

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

In-Service/Training Needs

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

VI. How will you communicate your accomplishments to the rest of the faculty?

Who?

When?

How?

QUESTIONS TO STIMULATE DISCUSSION WHEN DEVELOPING MAINSTREAMING PROCEDURES

1. Is there a *match* between the student's abilities and the classroom environment?

2. Are regular class subjects scheduled for *specific times* so that the mainstreamed student's schedule can be consistent?

3. Is there *ongoing communication* between the parent, the administrator and the two teachers about the mainstreamed student?

4. Have grading guidelines (both for specific assignments and tests as well as for report cards) been established for the mainstreamed student?

5. Has the child been prepared for the behavioral and academic expectations of the regular classroom?

6. Have the other students been prepared for the new mainstreamed student?

7. Is the mainstreaming situation being closely monitored to evaluate its appropriateness? If it is inappropriate, are steps being taken to improve the situation or to remove the student?

8. Are all involved adults (regular education teacher, special education teacher, building administrator, support personnel and parents) informed of the student's progress in the mainstream?

IDEAS WHICH THE FACILITATOR CAN SUGGEST TO THE MPC CONCERNING GRADING SYSTEMS FOR MAINSTREAMED STUDENTS

Possible Report Card Modifications:

1. The report card could indicate both a level of performance and an evaluation grade or code.

Level Code	Evaluation Code
A – above grade level	A – excellent
B – on grade level	B – good
C – below grade level	C – need improvement

   Example: If a student receives a C/A, this indicates the student is doing excellent work at a level below his/her peers.

2. For those subjects for which the student is mainstreamed, issue a narrative explanation of the student's performance and attach it to the regular report card.

3. Use an asterisk (*) next to grades for subjects in which the student is mainstreamed. A statement could appear on the report card indicating that it is a subject where the student is in a regular education classroom and has been evaluated according to his/her own ability rather than evaluated in comparison to classmates.

Important Considerations:

1. *If student is capable of academic performance commensurate with peers, then a special grading system should not be used.* This would occur if performance in a specific subject is not impaired by the student's disability. Many mainstreamed students will not need special grading considerations.

2. The type of grading system (regular or modified) to be used for each mainstreamed student should be a routine consideration for the multi-disciplinary team.

3. What influence will a student's mainstream grade have on any decisions regarding the appropriateness of the mainstreaming placement? Will there be a *"cut-off" point for "unsatisfactory performance in the mainstream"?*

4. If a special education student appears to be failing a subject in the mainstream, should he/she actually receive the failing grade, or *should the placement be terminated before the report card grades come out?*

5. If a student is mainstreamed for social purposes only, should that student receive a grade for academic performance in that subject, or should his/her grade *be based only on "social" progress in that situation?*

6. *How often* should the regular education teacher *modify the criteria for evaluation of a mainstreamed student's progress* in the regular classroom (assuming that as his/her skills improve, fewer allowances would be necessary)?

7. *Should grading procedures for every mainstreamed student* be different because of different purposes for mainstreaming and different children's needs or *should there be one standard grading system for mainstreamed students?*

8. *Who discusses the student's progress and/or report card grade for a mainstreamed subject with the parents*—the regular education teacher, the special education teacher, or both?

IDEAS WHICH THE FACILITATOR CAN SUGGEST TO THE MPC CONCERNING ALTERNATIVE ASSIGNMENTS

Try to provide alternatives for assignments that could meet the needs of students who have difficulty reading, writing, speaking, or creating materials.

For example: "Sixth grade assignment: Describe the economic situation in our country."

A student could:

a. write a three-page report describing the current economic situation

b. dictate a report (describing the current economic situation) into a tape recorder first, and then write from the recorded information

c. make a diagram symbolizing the current economic situation

d. make an outline of the current economic situation in detailed form

e. interview several history teachers about the current economic situation, and either provide the tapes as a final product, or summarize the contents of the interviews in written form

f. do an oral report to the class on the current economic situation

g. create a collage showing the current economic situation—could be very specific; e.g., a collage dealing with inflation only, or a four-part collage, divided into quadrants, each quadrant dealing with a separate economic issue

h. create a booklet with pictures and headings, either written in or cut out of magazines, about the current economic situation

i. do a study of several small businesses, and describe how one business typifies or is different from the current economic trends

j. do a book report about a relevant book on the current economic situation

k. work on a committee with other students, who would be presenting a project or setting up a panel discussion, about the current economic situation

l. dictate a report to another student in the class, who would serve as a "secretary"

m. develop an artistic work (poem, dance, song, photograph album, etc.) that would make a comment on the current economic situation.

Remember: It is not necessary to *water down* a concept when providing an alternative.

Remember: These alternatives are good for *all students*—not just mainstreamed students.

IDEAS WHICH THE FACILITATOR CAN SUGGEST TO THE MPC FOR PROVIDING STRUCTURE FOR STUDENTS WITH ORGANIZATIONAL DIFFICULTIES

1. Provide students with study guides.

2. Cut up worksheets (at the elementary level). Reduce the amount of information on worksheets (at the secondary level).

3. Break up large assignments (e.g., reports into a series of steps which are monitored by the teacher; time limits are provided for each step).

4. Grade separate parts of an assignment rather than giving one overall grade.

5. Provide students with very structured directions, both written and oral.

6. Provide folders, notebooks, etc., to help students organize their papers. Mention various kinds of materials that could be purchased to assist the students (e.g., folders with pockets; one side could be used for in-class assignments, one side could be for homework).

7. Give the student a schedule of expected assignments, tests, reports, etc., at the *beginning* of a unit of study, to help the student structure his/her time.

8. Provide contracts or rewards for students who are working on specific organizational skills.

9. Provide students with a checklist, so they can check off assignments as they complete their work.

10. Provide students with a homework book, so that *all* assignments are recorded in *one book*. This is particularly useful in junior high school and up, since students are going to so many different teachers.

11. Buddy System–student has a friend to check with during the day to be sure that he has copied all of his homework assignments, or to assist him/her with any other classroom details.

12. Let students use timers to help them structure their time (elementary level).

IDEAS FOR THE FACILITATOR TO SUGGEST TO THE MPC FOR CREATING TEACHING STRATEGIES FOR EXCEPTIONAL STUDENTS

(Developed by Project AIDE, Montgomery County Intermediate Unit)

1. **Poor Short-Term Memory**

   - Provide for repetition during initial skill acquisition
   - Provide for practice once a skill is learned
   - Encourage overlearning and generalization of skills to new and different tasks
   - Use of Nmemonic devices (rhymes, games)
   - Open book tests
   - Have the student summarize important concepts immediately following a lesson.

2. **Difficulty in Focusing Attention**

   - Gain student's attention before starting
   - Set time limits for each step/task
   - Limit the items on each page
   - Use "reading windows" and other devices which limit stimuli
   - Type worksheets and tests while appropriately spacing information
   - Have a student complete one task, but put all materials away before starting the next task.

3. **Below Grade Level**

   - Simplify handouts in terms of vocabulary and information
   - Teach for concepts and principles, not test-taking ability
   - Determine instructional level on which to teach
   - Teach to student's strengths, circumvent weaknesses
   - Use supplemental materials which are at the student's instructional level
   - Ascertain the processes whereby the students learn most effectively (e.g., visual, aural, oral)
   - Allow for an initial adjustment period. Because of fear of failure, the student may not initially perform up to his/her capabilities
   - Set up a peer tutoring program in which a more advanced student can supply supplemental assistance and instruction
   - Have students perform classroom jobs which reinforce skill deficits (e.g., labeling material).

4. **Hyperactivity**

   - Use of multi-media approach
   - Provide immediate and frequent feedback
   - Provide opportunity for movement and exercises
   - Keep tasks short and varied
   - Assign the student tasks of useful activity, such as delivering messages, collating mimeographed materials, etc.

5. **Difficulty in Copying from Blackboard**

- Ditto another student's notes
- Provide information from which to copy
- Allow student to sit close to the board
- Provide extra time for copying and writing
- Provide pre-written notes for the student to keep
- Establish a buddy system, in which another student reviews the notes to make sure all necessary information is included.

6. **Distractibility**

- Provide a study carrel for work
- Keep classroom distractions to a minimum (i.e., noise, classroom walls)
- Place student near teacher and/or in the least distracting part of the classroom
- Structure the task so that the student knows what to do
- Keep the student away from other students who tend to be distracting.

7. **Difficulty in Following Directions**

- Demonstrate the task to be done to the student
- Have student repeat directions before starting
- Keep directions clear and concise
- Outline the steps of the task
- Provide directions in written form, as well as orally
- Frequently check student's work
- Limit the amount of directions given at one time.

8. **Low Frustration Level**

- Program for initial success
- Give tasks of short duration
- Give frequent reassurance and positive feedback
- Set realistic goals
- Establish a trusting relationship with the student
- Sequence tasks from the simplest to the most complex
- Teach at the student's instructional level, not above it
- Present important information (e.g., background information, necessary vocabulary) before teaching a lesson
- Avoid teaching to the student's weaknesses.

9. **Poorly Organized**

- Use highly structured routines and materials
- Try programmed materials
- Teach the importance of outlines
- Plan a daily routine that is adhered to rather specifically

- Underline key words/phrases
- Sequence tasks and materials
- Ask for main idea or summary
- Provide key questions to help student focus on the main ideas
- Clear desk before working
- Insure that the student has the necessary materials to do the task
- Define the objectives of unit/lesson before instruction.

10. **Difficulty in Verbal Expression**

- Allow the student, whenever possible, to respond in writing or use visual presentations
- Allow the student to tape-record oral presentations beforehand
- Use tape recordings to practice verbal expression.

11. **Behavior Management**

- Check with special education teacher to determine reinforcement needs
- Ignore inappropriate behavior whenever possible
- Give immediate reinforcement for appropriate behavior (e.g., verbal praise)
- Develop contracts with student–if student meets contractual obligations, give him a pre-specified reward
- Talk to student, determine what "turns him/her on" and use this as a reward for appropriate behavior
- Provide continual feedback to let students know whether their performance is meeting your expectations
- Be consistent in dealing with the student. The student should be aware of the consequences for appropriate and inappropriate behavior.

IDEAS FOR FACILITATOR TO SUGGEST IF THE MPC WANTS TO ADDRESS QUESTIONS 1 - 4 UNDER IN-SERVICE OF THE NEEDS ASSESSMENT

1. If the committee wants *formal opportunities* to discuss mainstreaming needs, the following ideas can be shared:	1. Child Study Teams 2. Faculty Meetings 3. Department Meetings 4. Written Needs Assessments 5. 40,000 Questions Format
2. If the committee wants to actively share their ideas about effective techniques for working with mainstreamed students, the following ideas can be shared:	1. In-service Workshops 2. Teacher Switching 3. Teachers Visiting With Each Other 4. Idea Booklets 5. Team Teaching 6. Child Study Team 7. Team Meeting
3. If the committee wants to increase parents' awareness and knowledge about mainstreaming, the following can be shared:	**Two Questions** 1. What do you want to share? 2. How do you want to share it? • In-service • Written communication (brochure) • Letters • Articles
4. How can teachers become more directly involved in planning workshops?	1. Committee Arranges the Workshop 2. Surveys of Teachers 3. Suggestion Box 4. Project IMPACT Needs Assessment and Project IMPACT Mainstreaming Survey Results can be Used 5. Interviewing Mainstreamed Students

IDEAS FOR THE FACILITATOR TO SUGGEST IF THE MPC DECIDES TO PLAN AN IN-SERVICE

I. **Program Design**

A. Based on the outcomes and priorities, develop program objectives.

B. Based on the program objectives, determine a format for the program.

C. Identify facilities–only appropriate for "Presentation-type" format.

D. Identify training resources.

E. Prepare budget–after selection of resources and facilities.

F. Design evaluation (optional).

II. **Determine Specific Committee Responsibilities in Implementing Program**

III. **Determine If There Will Be Any Follow-Up Activities**

IV. **Identify Any Additional Needs**

APPENDIX B

GLOSSARY

GLOSSARY

ALTERNATIVE METHODS–Different means of teaching the same information, e.g., lecture, demonstration, discussion.

ALTERNATIVE ASSIGNMENTS–Assignments which mainstreamed special education students can complete in lieu of the assignments required of non-handicapped students.

AREA OF NEED–One of three groups of needs (operational needs, curricular needs, training needs) which appear on the needs assessment.

BEHAVIOR MANAGEMENT–The process of structuring the classroom environment so the student's behavior will be appropriate.

CONSENSUS–General agreement.

CURRICULAR NEEDS–Needs related to the curriculum that is used with students who are mainstreamed.

DISTRICT SUPERVISOR–A special education supervisor who is employed by a local school district.

FACILITATOR–A person from outside the school whose job is to guide an IMPACT Planning Committee in an objective and impartial manner through the steps outlined in this manual.

IMPLEMENTATION STRATEGIES–Plans which mainstreaming committees develop for carrying out their objectives.

INSERVICE NEEDS–Needs concerning the training of teachers and other members of the school staff who work with mainstreamed students.

I.U. SUPERVISOR–A special education supervisor who is employed by the Intermediate Unit.

LOCAL CONSTRAINTS–Factor such as time, money, and staff availability which have a direct impact on the type of mainstreaming program that a school can develop.

LOCAL RESOURCES–Anything within the local school community that can be used by the schools to improve its mainstreaming practices or address mainstreaming needs.

MAINSTREAMING–The placement of a special education student in a regular classroom program for all or a portion of the school day.

NEEDS ASSESSMENT–Questionnaire used to determine the needs of schools with respect to the issue of mainstreaming.

NEEDS ASSESSMENT TALLY–The results of the needs assessment summarized arithmetically.

OBJECTIVES–Statements of goals formulated by mainstreaming planning committees.

P.L. 94-142–The federal law which mandates that all handicapped children receive an educational program in the least restrictive environment.

PROGRAM SUPPORT SPECIALIST–Person employed by a local district or by the Intermediate Unit who is responsible for overseeing the provision of special education services, and who may or may not be involved in the direct supervision of classroom teachers.

SUPPLEMENTAL MATERIALS–Books, films, and other audiovisual materials which can be used to teach the same information and concepts that are presented in a textbook.

SUPPORT PERSON–School staff members such as guidance counselors, remedial reading teachers, and psychologists whose jobs are to provide educational services over and above those provided through the regular classroom teacher.

TARGET GROUPS (SCHOOLS)–The schools which participated in Project IMPACT to test the process of addressing mainstreaming concerns.

TIME LINE–A list of activities to be completed and the projected dates of completion.

APPENDIX C

EXAMPLES

OF

MAINSTREAMING PLANNING COMMITTEES'

ACCOMPLISHMENTS

EXAMPLES

Representative samples of MPC results are included on the following pages. These results are included only as examples of strategies which can develop as the committee does its work. They are not intended to be copied or even adapted for other schools' needs, since the value of the Mainstreaming Planning Committee lies within the *process* of the committee, and not within the products of other groups.

Examples of committee work include:

1. Procedures for Mainstreaming developed by Collegeville-Trappe Elementary School. Pages 89-91.

2. Procedures for Mainstreaming developed by Whitemarsh Junior High (Middle) School. Pages 93-95.

3. Record Keeping System developed by Ridge Park Elementary School. Pages 97-98.

4. Suggestions for helping Learning Disabled Students in the Regular Classroom developed by Bala Cynwyd Middle School. Pages 99-102.

5. An "Essential Curriculum" for Social Studies developed by Cold Spring Elementary School. Pages 103-108.

6. An agenda for a workshop on accommodative strategies for mainstreamed students planned for and held at Candlebrook Elementary School. Page 109.

7. An agenda for the "Week of the Handicapped", a series of inservice presentations devoted to making teachers more aware of the needs of handicapped students. This week of activities was planned and executed by the MPC at Woodland Elementary School. Pages 110-113.

8. An agenda for a panel presentation-inservice which combined handicapped people (a deaf student and a learning disabled adult) discussing their school experiences with educators providing suggestions as to how teachers can better assist handicapped students. This inservice was planned by the MPC at Cedarbrook Middle School and was attended by all elementary and middle school teachers in the school district. Page 114.

Procedures for Mainstreaming*

Collegeville-Trappe Elementary School

I. Pre-mainstreaming Evaluation

A. Special Education Teacher will:
1. Evaluate student's academic skills
   a. reading–administer IRI
   b. math–administer placement test
   c. other academic areas–recommendation through informal assessment
2. Evaluate student's social skills (listening skills, work habits, group interaction, etc.)
   a. recommendation
   b. observation
3. Make decision whether placement is feasible
4. Fill out student profile sheet.

II. Pre-placement Communication

A. Special Education Teacher will:
1. Communicate with regular education teachers concerning:
   a. scheduling
   b. teaching techniques of regular classroom teacher
   c. class or group characteristics
   d. special education student (student profile sheet)
   e. purpose of mainstreaming
2. Communicate with principal concerning:
   a. scheduling
   b. teaching styles of individual classroom teachers
   c. characteristics of special education student
   d. purpose for mainstreaming
3. Communicate with reading specialist when applicable.
4. Participate in decision for placement and provide student's Profile Sheet to regular education teacher.
5. Notify parents concerning placement.
6. Prepare the child for academic and behavioral expectations in the regular classroom.
7. Introduce mainstreamed student to regular education teacher and classroom.

B. Regular Education Teacher will:
1. Meet with special education teacher to discuss academic demands of the regular classroom that the mainstreamed student might enter.
2. Discuss scheduling, teaching techniques, class/group characteristics,and curriculum content with special education teacher.
3. Communicate concerns with principal, if necessary.

*Support staff (art, music, library, phys. ed.) will be notified by principal regarding assignment of special education students to classes.

4. Participate in decision for placement.
5. Prepare his/her students for the inclusion of the new mainstreamed student.
6. Requisition any needed materials for mainstreamed student and provide the required materials to the special education teacher.

C. Reading Specialist will:
1. Confer with special education teacher regarding results of IRI to determine proper placement, when applicable.
2. Confer with special education teacher concerning characteristics of various reading groups.
3. Provide reading materials to regular education teacher.

D. Principal will:
1. Meet with special education teacher to discuss scheduling, teaching styles, characteristics of special education student and purpose for mainstreaming.
2. Resolve any problems that may arise.
3. Participate in decision for placement.

E. Guidance Counselor will be available to confer with parties involved concerning placement of mainstreamed child.

F. Parents will participate in decision for placement of mainstreamed student.

III. Ongoing Responsibilities following Placement

A. Special Education Teacher will:
1. Meet with regular education teacher periodically, at least monthly, to discuss student's programs.
2. Communicate with parents concerning student's programs in regular education classroom.
3. Meet with the mainstreamed student to assess his/her feelings about the events in the regular classroom.
4. Be available to all school personnel to help develop effective strategies for dealing with the behavioral/academic needs of the mainstreamed student.
5. Alert appropriate school personnel concerning any recent events which may affect child's performance/behavior.
6. Meet with the regular education teacher to discuss method of reporting/recording pupil progress to parents.
7. Maintain the Record of Mainstreaming Activities for individual child.
8. Meet at the end of the year with the regular education teacher to discuss the student.

B. Regular Education Teacher and Support Personnel (Art, Music, Physical Education, Library) will:
1. Meet with special education teacher periodically, at least monthly, to discuss student's progress.
2. Be available for conference with special education teacher and/or parents concerning the mainstreamed child.
3. Meet with mainstreamed student to assess his/her feelings about the events in the regular classroom.
4. Help develop and implement effective strategies for dealing with the mainstreamed student.

5. Meet with special education teacher to discuss method of reporting/recording pupil progress to parents.
6. Bring problems and outstanding achievements to attention of special education teacher immediately.
7. Meet at the end of the year with the special education teacher to discuss the student's annual progress and recommendations for the following year.
8. Confer with principal concerning unresolved problems, if necessary.
9. Notify reading specialist of any changes in reading programs of mainstreamed student.

C. Reading Specialist will be available for conference with any school personnel concerning the ongoing program of the mainstreamed child.

D. Principal will be available to address unresolved problems.

E. Guidance Counselor will be available to parties involved to discuss ongoing program of mainstreamed students.

F. Parents will:
1. Promptly notify special education teacher (if I.U. class, social worker) of any concerns and problems involved with student's program.
2. Notify special education teacher of any recent events which may affect child's performance/behavior.
3. Provide academic and emotional support to child.
4. Be available for conference.
5. Discuss student's feelings concerning events in the regular classroom.

IV. Procedures for Withdrawing Mainstreamed Student

A. Withdrawal procedures may be initiated by either regular education teacher, special education teacher or support personnel when mainstreaming has been ineffective and various strategies to make it effective have failed.

B. A conference will be held with school personnel to document reasons for withdrawal. Such documentation may include:
1. samples of classwork
2. anecdotal records
3. teacher observation.

C. A decision will be made by the special education teacher and regular education teacher. If a problem arises, the principal will intervene. (I.U. classes will involve the mental health team.)

D. After decision has been made to withdraw student, the special education teacher will notify parents, student and principal.

E. The special education teacher will set up a conference if requested.

MAINSTREAMING PROCEDURES – WHITEMARSH JUNIOR HIGH SCHOOL

Operational Goal: To develop a procedure for placing students *into* the mainstream and *withdrawing* students *from* the mainstream.

It is recommended that:

1. The attitude of the receiving teacher be taken into consideration when the regular classroom is selected for the mainstreamed student.

2. *A Regular Classroom Analysis Form* will be completed by all major subject area teachers and placed on file in the guidance office to assist the guidance counselor in making mainstream placement decisions.

The following procedures are general framework for mainstreaming special education students.

Placement Procedures:

Step 1 **Evaluation**

The special education teacher will assess the student's academic and social readiness for mainstream placement.

The evaluation may include, but need not be limited to:

a. student profile sheet
b. classroom observation
c. *a trial period during which time the student uses regular education textbook for instruction in the special education class.* This period should include homework, tests, assignments, other criteria based on regular education teachers' standards.

Step 2 **Staff Conference**

The special education teacher, the receiving regular education teacher, counselor, administrator, and, if possible, psychologist will meet to discuss placement. Purpose of the meeting will be to review the classroom analysis form, to discuss the student, and to establish a starting date.

Step 3 **Parent Contact**

A contact, usually by phone, will be made with the parent to discuss the interim mainstreaming placement. *This contact must be noted on the IEP Case Contact Log which is already in the student's IEP folder.*

Step 4 **Student Conference**

The regular education teacher will hold a conference with the student to establish expectations for the student.

Step 5 **Trial Placement**

There should be periodic follow-up between special education teachers and the regular education teachers regarding specific mainstreamed students. This follow-up may be initiated by either the special education teacher or regular education teacher. If the student is having a problem in the regular classroom, the regular education teacher is responsible for contacting the special education teacher.

Step 6 **Final Placement**

After a full marking period, if the placement is successful, an IEP revision meeting will be held to include the team and the parent. At that time, a new Due Process Form as well as a new IEP will be issued.

Withdrawal Procedures – (When Mainstreaming is Unsuccessful)

Step 1 Withdrawal procedures may be initiated by either regular education teacher, special education teacher, or support personnel when mainstreaming has been ineffective and *various strategies to make it effective have failed.*

Step 2 A conference will be held with school personnel to document the reasons for withdrawal. Such documentation may include:

a. samples of classwork
b. anecdotal records
c. teacher observation
d. test results.

Step 3 A decision will be made by the special education teacher and regular education teacher. If a problem arises, the principal will intervene.

Step 4 After a decision has been made to withdraw student, the special education teacher will notify parents, student, and principal.

Step 5 The special education teacher will set up a conference if requested.

Teacher's Name: _____ Date: _____

ANALYSIS OF REGULAR EDUCATION CLASSROOM

M = Most of the Time F = Frequently S = Seldom H = Hardly Ever

Instructional Practices	Frequency	Additional Consideration
1. Information/instruction presented through:		1. Number of instructional level within class? _____
a. printed information (books, chalkboard, etc.)	_____	2. Number of special education students currently mainstreamed in class? _____
b. verbal presentations	_____	
c. classroom discussions	_____	3. Class size? _____
d. demonstrations	_____	
2. Information/skills reinforced through:		4. Skills required within the regular classroom for the instruction area of:
a. reading	_____	_____
b. listening	_____	_____
c. observing	_____	_____
d. speaking	_____	_____
e. writing	_____	_____
3. Learning/competence demonstrated through:		_____
a. writing	_____	_____
b. speaking	_____	_____
c. doing	_____	_____
4. Instruction provided in:		_____
a. large groups	_____	_____
b. small groups	_____	_____
c. buddy/tutorial with peers	_____	_____
d. instructor/tutorial	_____	_____
e. student self-directed/corrected (i.e., program instruction)	_____	_____
5. Participation required is:		_____
a. passive	_____	_____
b. active (student-teacher)	_____	_____
c. interactive (student-student)	_____	_____

Form devised by Project Aide, MCIU
Adapted for W.J.H.S. - 11/19/80

EVALUATING A MAINSTREAMED STUDENT'S PROGRESS

IN THE REGULAR CLASSROOM

RIDGE PARK ELEMENTARY SCHOOL

The special education teacher and the regular classroom teacher will be meeting once a month to discuss each mainstreamed student's progress in the regular classroom. It was suggested by your committee, that a form similar to the one below, be used 1) for communicating the student's regular class progress to parents, 2) as a guideline for determining the student's report card grade, and 3) as a "progress record" of the student's performance in the mainstream. This form was developed by your committee as a "first draft", and may be revised before actual usage.

Mainstreaming Progress Report

Student's Name _____ Subject _____ Date _____

Homeroom Teacher _____ Regular Ed. Teacher _____

Date			

Easy Record Keeping System for Keeping Tract of a Mainstreamed

Student's Program – Ridge Park Elementary School

Record of Mainstreaming Activity Sheet will be initiated and maintained by the special education teacher for each student that is mainstreamed. This form will be kept in the child's permanent record folder. Every special education child will receive a form of this kind.

RECORD OF MAINSTREAMING ACTIVITIES

School Year	Grade Level of Classroom into Which Student is Mainstreamed	Subject	Amount of Time in that Classroom Each Week (state in minutes)	Regular Class Teacher	End of the Year Comments

SUGGESTIONS FOR HELPING LEARNING DISABLED

STUDENTS IN THE REGULAR CLASSROOM

BALA CYNWYD MIDDLE SCHOOL

1. Let the learning disabled student know how you are interested in him/her and willing to help them. They are unsure of themselves and concerned about your reactions.

2. Set standards for work in concrete terms that can be understood. Know that error-free work might be beyond student's grasp. Help student work on one area of improvement at a time.

3. You may want to seat the learning disabled student close to you, for example, in the front row, so that they can see and hear you clearly. Your proximity may lessen distractability as well. In addition, you will be able to observe better to know when student is inattentive and not understanding your directions or the materials you are teaching.

4. Give individual attention as frequently as possible. Let the student know that they may ask questions about work they do not understand.

5. Make sure student understands assignments. Student often won't. Break down the lesson into its parts and check, step by step, the understanding of it.

6. Because of problems with distractability, memory and comprehension, new information must be given more than once. Often they won't "get" information the first time around and even when they "get" it, it may be forgotten until it has been repeated several times. If they can tell it to you, they probably understand it and will retain most of it.

7. Mastering a new skill may need more practice than with the usual student.

8. Because of conceptual problems, student will need help in relating new concepts to past experiences.

9. Give them time to organize their thought, to complete work and to answer questions orally. If the time pressure is off, they will be less anxious and better able to let you know they know.

10. If there is reading disability, a need to have someone read part of the materials to them, be certified for talking books, and to take tests orally is necessary. When they read for information, they will have to read books that are at their reading level. Remember, they have a disability just as real as the blind child who is not expected to receive information from the usual printed page.

11. Consider testing on knowledge, without the mechanical handicaps of poor reading, writing, spelling and organizational ability. They could be tested orally or dictate answers to a tape recorder or to a volunteer.

12. If the student has a language disability, oral and/or written, be more concerned about what they are expressing than the way they are expressing it. In grading papers, you might consider grading for content and then grading separately for spelling, grammar, sentence order and other language components.

13. Because of distractability and perceptual, conceptual and other disabilities, it will take longer to complete homework assignments than the rest of the class. Because time is needed to develop social skills and to relax, perhaps a lighter homework load is in order.

14. Try to put positive comments on papers as well as correcting ones where improvement is needed. The learning disabled student, because of past failures, has a great need for positive recognition (when warranted).

15. Be aware of the need to build self-esteem. Give opportunities to make contributions within the class.

16. Consider grading student on own effort and progress rather than rating with others in the class. Feelings of success often lead to success; failure breeds failure.

17. Allow students to learn any way they can, using any tools available; fact tables, matrix charts, small calculators, tape recorders. These tools to learning are just as important as hearing aids and eye glasses.

18. When student can't use dictionary for assignments, allow him/her to underline words they are not sure how to spell–student recognizes their errors and you grade accordingly.

19. All written work be performed on line paper–dittos, tests, etc.

20. *PRINT* all written work clearly or type.

21. Speak directly to the student.

22. Write on blackboard and talk at different times.

23. Write in outline form when using the board.

24. Make expectations clear–clear definitions.

25. Make oral directions one step at a time and write on board.

26. Give small and short writing assignments.

27. Testing–*Please print or type.*

    a. have test be taken one page at a time
    b. give test in Guided Learning Resource Room
    c. give extra time for tests
    d. give re-tests
    e. give alternative tests
    f. give multiple choice or fill-in tests.

28. Student should have a homework assignment book or sheet.

29. Expectations must be realistic for each child.

    a. scrambled words may be confusing
    b. too much prose on paper
    c. print large enough
    d. project voice—clear, concise
    e. dark ditto print.

30. Present challenges whenever appropriate.

31. Give new vocabulary in context.

32. Double space all typing.

33. Proceed from dependence (developing trust) to independence; reliance on self and trust of others.

34. Provide "significant other" (usually an adult) for the child to learn to trust.

35. For the *withdrawn* child, start with onlooking, participating with "significant other", imitate group and simple activities, larger group and finally other.

36. For the *impulsive* and *hyperactive*—start with SIMPLE CLEAR CHOICES and move to a variety of choices. Break down amount of directions given at once.

37. Give five (5) minute warning before change of activity, and of class, or test time. Set limits in advance to length of report or composition.

38. Try programmed materials, break tasks into small component parts.

39. Teach importance of outlines, carefully kept notebooks, lining up columns of figures carefully. (In math—use graph paper for multiplication, division, etc.)

40. Drill on what comes first, next, last.

41. Help devise crutches, menonic devices.

42. Try visual, auditory approaches.

43. Give some open book tests.

44. Use study carrel or other means of protecting student from distracting sights and sounds.

45. Have him/her sit close to the teacher.

46. Have him/her complete one task, put materials away before starting next task.

47. Permit him/her to use card or frame to focus attention on single line, problem.

48. Help him/her listen by pointing out the main ideas, illustrations, examples, etc.

49. Help student plan specific steps in order.

50. Give a variety of tasks–of short duration. (Ex.–math, do one line of work or a few exercises and then check them.)

51. Make liberal use of specific illustrations and examples, and help him/her to devise their own.

52. Point out similarities and teach him/her to group things in different ways. Where possible, use *concrete* materials.

53. Break complicated jobs into small, carefully arranged sequences, going from easy to more difficult.

54. Try to anticipate where the limits of frustration will be reached and change activity or offer help beforehand.

55. Plan assignments and tasks at which he/she can succeed.

56. Make liberal use of deserved praise. Remember, "Nothing succeeds like success."

57. Do try to decipher the writing. It was harder for him/her to write it than for you to read it. Encourage typing, printing, or writing very big if that helps solve practical problems.

58. Allow student ample time to copy material from the board; allow extra time for tests, grade on work completed, or give test orally.

59. Point in addition to saying, "Start at the upper lefthand side of the paper."

60. Help the child work out helpful devices (e.g., turning map upside down to follow road going south).

61. If he/she cannot avoid the reversals, relax and hope student will have a secretary who can spell!

ESSENTIAL CURRICULUM FOR SOCIAL STUDIES, GRADES 3-4-5

COLD SPRING ELEMENTARY SCHOOL

The "essential" Social Studies curriculum which follows was designed to ease the special education teacher's job in preparing his/her students for mainstreaming.

Teachers in each grade reviewed our district Social Studies Curriculum Guide, and the materials they are presently using (Ginn Series and Weekly Reader Map and Globe Skills Workbook).

An effort was made to include the basic skills necessary for survival in the Social Studies class as well as specific examples of typical assignments.

PRINCIPLES OF REINFORCEMENT

1. Take advantage of natural drives for activity and curiosity.
2. If a pupil has had no previous success in a subject or grade, the teacher must provide him/her with experiences in which he/she will be successful.
3. Pupils should be told or should consider what to look for before reading an assignment or before viewing a film or television program.
4. Teachers should help pupils interpret new materials, vocabulary, or concepts.
5. Teachers should help pupils to notice places where errors are commonly made.
6. Children should be allowed to learn at their own rates.
7. Several short practices or drill activities are better than one massed drill.
8. Activities which involve reasonable competition enhance learning.
9. Behaviors which are reinforced are more likely to occur.
10. Reinforcement should follow the response closely.
11. People do what they get rewards for.
12. People avoid punishment or failure.
13. Teach for transfer. Show child the values and application of what he/she is learning.
14. Relate new learning to old.

ESSENTIAL CURRICULUM FOR SOCIAL STUDIES, GRADES 3-4-5

COLD SPRING ELEMENTARY SCHOOL

Social Studies (As Determined for Mainstreamed Students)

Grade 3

Listening Skills

listen to oral reading
follow oral directions

Reference Skills

alphabetizing
using atlas, dictionary, encyclopedia
using guide words
sentence building

Map Skills

identifying map
identifying globe
basic map symbols
use map key
knowing directionality
locating places on a map
drawing simple maps

Typical Assignment (Examples)

- Write to governor or Chamber of Commerce for pictures and information
- Write report of a state including:
  - basic map
  - state flower
  - state bird
  - products
  - history (two important things that happened in your state)
  - climate
- Make glossary of terms

Terms

state
country
city – San Francisco
Chicago
Washington
natural resources
globe
map
urban
mayor
problem
career awareness (related to house construction)
seasonal differences
senator
representative
Congress

Grade 3 (continued)

Terms (cont'd.)

suburban
tax
citizen
continent
equator
south pole
laws
ocean
river
coast
north pole

Grade 4

Reading, Organizational and Reference Skills

making observations from pictures
location information (read to find out who–)
use of index, contents, glossary
finding the main facts
writing summaries
taking notes
outlining
keeping folders
organizing information and materials
using encyclopedia
basic library skills

Map Skills

know 4 basic directions
identify continents and oceans
interpret a map legend
locate main latitude lines
locate hemispheres
locate north and south poles

Typical Long-Term Assignment (Examples)

- individual projects or activities
- report on a city
- biographical report

Grade 4 (continued)

Units Covered

Unit 1 **land forms**
Indians

2 **explorers**
Christopher Columbus

3 **colonies**
settlements
life in colonial America

*4 **cities** (U.S.)
Seattle, L.A., Honolulu

*5 **cities** (foreign)
Djakarta, Lima, Stockholm

*6 **people**
Margaret Mead, John Muir, Marion Anderson
Dr. Brava, Margaret Chase Smith, Dr. Charles Drew

*Book covers all these topics—teachers use discretion in selection.

Grade 5

Reading Organizational and Reference Skills

working independently or in a group
using dictionary, reference books
use an index, contents
find information by:
scanning
using key words
main ideas
key sentences
outlining, preparing charts
sequencing, summarizing
making comparisons

Map Skills

locating places
using a map key
using a map scale
knowing kinds of maps:
(political, relief, route, population, climate, rainfall)

Grade 5 (continued)

Units Covered

Unit 1	land forms explorers
Unit 2	colonies
3	pioneers westward expansion
4	America from Civil War to Fifty States
5	Transportation and Communication
6	America as 7 geographic regions
7	America's neighbors: Mexico Canada Central and South America

Typical Projects or Long-Term Assignments

make a time line
written reports – Presidents; States
individual projects and activities
suggestions offered at end of each chapter

AGENDA

Candlebrook In-Service Program*

June 18, 1980

8:30 - 10:00	–	Presentation by Ms. Lollie Holland– Speech and Language Handicaps in the Mainstream
10:00 - 10:15	–	Coffee Break
10:15 - 11:30	–	Presentation by Mr. Frank Robinson– Behavior Management
11:30 - 1:00	–	Lunch
1:00 - 3:00	–	Orientation to RRC/PRISE

* In the spring of 1982, the Candlebrook MPC planned 12 hours of workshop activities. Two three-hour meetings were held after school hours. The inservice program outlined above was held at the conclusion of the school year.

Project IMPACT, 1980

WOODLAND ELEMENTARY SCHOOL

WEEK OF THE HANDICAPPED CHILD

October 1 — Kids on the Block Assembly – 45 minutes

K-3	10:00 AM
4-5	1:15 PM
Faculty	3:00 PM (Library)

*October 2 — Royer-Greaves School for the Blind/Mentally Retarded

10:15 AM — Music Program

October 5 — "The Truly Exceptional" – Film

1:45 PM

*October 6 — 9:30 - 11:00 AM — Small Group Activities

Mr. Momerella – Principal of the Marshall Street School

Pennsylvania School for the Deaf

Pennsylvania Materials Center for the Hearing Impaired – Learning Devices for the Handicapped

October 7 — 1:30 - 2:40 PM

K-2 "Special Friends"
Filmstrips/Simulation Activities

3-5 "Matt"
Filmstrips/Simulation Activities

See page 107 for Intercom article describing these activities.

Project IMPACT, 1981

INTERCOM ARTICLE

HANDICAPPED: SPECIAL RECOGNITION

The Week of the Handicapped Child at Woodland Elementary School began with the showing of two films about handicapped children. The one film was actually film clips from a movie to be aired January 4, 1982 at 9 p.m. on NBC. The title of this movie is "The Kid From Nowhere." An overprotective mother of a mentally retarded boy attempts to prevent him from performing in the Special Olympics. The movie, most especially the last few scenes, are a must for all parents, particularly those of handicapped children.

On Thursday, October 1, Mike Prediger and Colleen Verruni from RRC/PRISE put on a puppet show for the Woodland children entitled "Kids on the Block." Three lifesize puppets engaged in a dialogue regarding handicaps and how they affect one's everyday life style. Children in the audience had an opportunity to ask the puppets questions, some of which related to their handicaps.

Friday morning, October 2nd was a special day for both the students and faculty at Woodland. Students from Royer Greaves School for the Blind performed a stirring program. Several selections were performed by the Hand Bell Choir of this school, followed by a male chorus performing in four parts. A hush fell over the auditorium as the rich blend of sound sung with great feeling filled the room. Ronald Curry, a gifted pianist, performed The Entertainer. As a final number, another student, Noel Buregois, and Ronald played a two piano duet called Dueling Banjos. There were nine fifth grade students that met the Royer Greaves Bus and assisted the blind students into Woodland School. It is hard to express the feelings of joy and love that was communicated between performer and listener that day.

"The Truly Exceptional," three films which relate the lives of three well-known handicapped people represented the assembly held on Monday, October 5th. These films were about Carol Johnson, who was born with one arm and was able to become an accomplished gymnast, Tom and Virl Osmond, two brothers of the famous Osmond family who are hearing impaired and Dan Haley, a blind musician.

On Tuesday, October 6th, students saw for themselves what disabled can achieve. Five Round Robin Small Group Activities were held in the following way:

Center #1

Mr. Albert Momorella (blind principal of the Marshall Street Elementary School in Norristown, Pennsylvania) and "Lonesome" (Mr. M's seeing-eye dog) visited with Woodland children.

Center #2

Coordinator of Community Affairs at the Pennsylvania School for the Deaf, Arnine Cumsky, and three students, Paul Tompkins, Thomas Lipyanic and Ann Marie Braun visited with the children and answered many of their questions through the use of sign language. Ann Marie is a cheerleader and Paul and Tom are on the Wrestling team at their school.

Centers #3, #4, and #5

Representatives of the Pennsylvania Materials Center for the Hearing Impaired brought a variety of devices used by deaf people and teachers of hearing-impaired children. There were amplified telephones, several kinds of hearing aids and machines used for typing messages and conversations. Most popular, though, were toys which teachers use in teaching deaf children to speak.

Wednesday, October 7th was the wrap-up day for the special week. Teachers and children had an opportunity to discuss their feelings about the previous week's events, some of which are listed below:

Comments from Woodland children–

Comment from a 5th grade child who led a blind girl into Woodland: "I was scared at first. I thought she was going to fall. But when I started doing it, it felt good."

"I thought it was interesting some of the things handicapped people do are incredible. I liked it!"

"I think it was good because if I ever become handicapped, I won't be as afraid and would know better what to do about it."

"We shouldn't laugh at handicapped children because we learned they can do mostly what we can do but it takes them longer."

"I'd like to learn sign language so I could talk to some deaf people."

"I feel I want to treat handicapped people just like normal people."

"I don't feel as uncomfortable now about kids with those problems. I feel different somehow."

"Don't treat them differently. They have the same feelings."

"I learned to like them more."

"My good fortune is that I wasn't born blind, deaf, or mentally disabled. But it is so amazing. They can sing, play and work! Like us! But they are not quite normal. So let's just call them special! Because they are!"

"If I were handicapped, I'd never give up. I'd fight to overcome it. Keep going. I wouldn't let it bother me. I bet people would feel sorry for me but I wouldn't."

Comments from Woodland staff–

"Gratified that our efforts were so well received and that those who came were so willing to tell of their feelings and respond to the children so well."

"I thank and congratulate the IMPACT Committee for a job well done! Woodland School should be proud."

"What I learned was the fact that I have a wealth of ability that I *do not* use while those with handicaps do use it. One of us is not working up to his potential."

"The activities of this past week undoubtedly will have more far-reaching effects upon us, as teachers and on our students than are obvious right now."

"Each program had an 'Impact' on its audience that could be felt in the air. Emotions ran high and it was not uncommon to see more than a few tearful eyes. It was a pleasure to see the enthusiasm and sincere concern my students exhibited this week. The questions and comments they made showed a wisdom beyond their years."

"I can't remember ever being so moved as I am presently! What a pleasure to share these experiences with some of the most caring people in the world!"

The Week of the Handicapped Child was an endeavor to raise the level of awareness and understanding of a very special segment of our society.

William E. Snyder

INSERVICE AGENDA

February 13, 1981

CEDARBROOK MIDDLE SCHOOL

1:30 P.M.	**Introduction to Special Education Programs in the School District** Philip Butler
2:00 - 3:00 P.M.	**Panel Presentation*** Tom Marrone, Ginny Craig, Susan Motylinski Michael Kline, Marilyn Fitzgerald, Donald Foldner A deaf student and a learning disabled student will discuss their mainstreaming experiences in school with educators.
3:00 - 3:30 P.M.	Questions and Answers

*This panel presentation was first given at a Project IMPACT workshop. A learning disabled adult, a blind college student, a high school student with muscular dystrophy, and a deaf high school student discussed their mainstream experiences at school with several special education teachers. The presentation was so successful that the Cedarbrook MPC decided to develop a similar program. The inservice program was given for the faculties of all the elementary and middle schools in the Cheltenham School District.